

Seneca Middle

810 West South 4th Street
Seneca, SC 29678

Grades 6–8 Middle School

Enrollment 894 Students

Principal Dr. Kelly U Pew 864–885–5016

Superintendent Dr. Valerie Truesdale 864–886–4400

Board Chair Harry B. Mays, Jr. 864–972–3629

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	14	31	4	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	No
2005	Average	Unsatisfactory	No

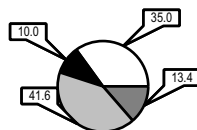
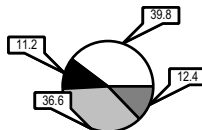
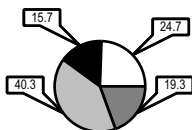
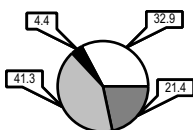
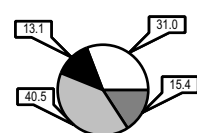
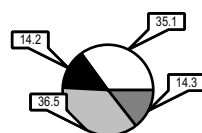
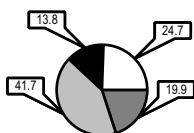
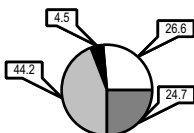
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	893	98.9	32.4	41.6	21.6	4.4	36.6	Yes	Yes
Gender									
Male	472	99.4	37.5	41.1	18.9	2.5	32.0		
Female	421	98.3	26.6	42.1	24.6	6.6	41.6		
Racial/Ethnic Group									
White	580	99.1	24.2	41.6	28.1	6.2	46.4	Yes	Yes
African American	265	99.3	51.5	38.5	9.2	0.8	16.5	No	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	39	92.3	19.4	64.5	12.9	3.2	29.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	719	99.0	23.7	45.8	25.1	5.3	43.3		
Disabled	174	98.3	68.8	23.8	6.9	0.6	8.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	893	98.9	32.4	41.6	21.6	4.4	36.6		
English Proficiency									
Limited English Proficient	9	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	884	99.2	32.1	41.7	21.7	4.5	36.8		
Socio-Economic Status									
Subsidized meals	407	99.3	46.0	40.2	13.0	0.8	20.7	No	Yes
Full-pay meals	486	98.6	21.2	42.8	28.6	7.4	49.6		

Mathematics – State Performance Objective = 36.7%									
All Students	893	99.7	24.6	40.4	19.3	15.7	46.6	Yes	Yes
Gender									
Male	472	100.0	27.4	34.7	20.2	17.7	47.6		
Female	421	99.3	21.4	46.7	18.3	13.6	45.5		
Racial/Ethnic Group									
White	580	99.7	17.5	36.0	24.3	22.2	59.1	Yes	Yes
African American	265	99.6	39.2	48.1	10.4	2.3	20.4	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	39	100.0	23.5	61.8	5.9	8.8	41.2	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	719	99.6	16.8	42.0	22.7	18.4	54.1		
Disabled	174	100.0	57.1	33.5	5.0	4.3	14.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	893	99.7	24.6	40.4	19.3	15.7	46.6		
English Proficiency									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	884	99.7	24.2	40.4	19.5	15.9	47.1		
Socio-Economic Status									
Subsidized meals	407	100.0	33.2	47.8	11.6	7.4	31.1	Yes	Yes
Full-pay meals	486	99.4	17.4	34.3	25.7	22.6	59.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	893	98.9	39.2	37.0	12.5	11.3	23.8
Gender							
Male	472	99.8	39.3	33.0	14.3	13.4	27.7
Female	421	97.9	39.0	41.6	10.5	8.9	19.4
Racial/Ethnic Group							
White	580	99.3	27.5	39.3	17.0	16.1	33.1
African American	265	99.3	62.9	32.0	2.7	2.3	5.0
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	39	89.7	50.0	36.7	10.0	3.3	13.3
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	719	98.8	31.3	40.3	14.9	13.5	28.4
Disabled	174	99.4	72.5	23.1	2.5	1.9	4.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	893	98.9	39.2	37.0	12.5	11.3	23.8
English Proficiency							
Limited English Proficient	9	66.7	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	884	99.2	38.8	37.2	12.6	11.4	23.9
Socio-Economic Status							
Subsidized meals	407	98.8	52.9	35.0	7.0	5.1	12.0
Full-pay meals	486	99.0	27.9	38.6	17.0	16.4	33.4

Social Studies							
All Students	893	99.1	34.5	41.9	13.5	10.1	23.6
Gender							
Male	472	99.8	33.1	40.6	12.7	13.6	26.3
Female	421	98.3	36.0	43.4	14.5	6.1	20.6
Racial/Ethnic Group							
White	580	99.5	26.2	41.1	17.6	15.1	32.7
African American	265	99.3	51.9	41.5	5.8	0.8	6.5
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	39	92.3	38.7	58.1	3.2	0.0	3.2
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	719	99.0	27.4	45.7	15.6	11.3	26.9
Disabled	174	99.4	64.0	26.1	5.0	5.0	9.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	893	99.1	34.5	41.9	13.5	10.1	23.6
English Proficiency							
Limited English Proficient	9	66.7	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	884	99.4	34.5	41.8	13.6	10.1	23.7
Socio-Economic Status							
Subsidized meals	407	99.3	45.7	41.8	9.0	3.5	12.5
Full-pay meals	486	99.0	25.3	42.0	17.2	15.5	32.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	298	99.3	38.2	38.6	21.2	2.0	23.2
	7	300	99.0	29.6	48.6	19.0	2.7	21.8
	8	284	99.3	30.4	42.1	24.3	3.2	27.5
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	283	98.6	43.8	35.1	17.4	3.8	21.1
	7	310	98.4	31.1	49.8	18.0	1.1	19.1
	8	300	99.7	23.3	39.2	29.0	8.5	37.5
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	298	99.3	23.5	49.8	13.7	13.0	26.6
	7	300	99.7	24.9	37.7	24.2	13.1	37.4
	8	284	99.3	30.4	47.5	15.7	6.4	22.1
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	283	99.7	24.7	39.7	19.5	16.1	35.6
	7	310	99.4	26.4	41.2	17.6	14.8	32.4
	8	300	100.0	22.5	40.1	21.1	16.2	37.3
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	283	98.6	41.1	32.8	14.3	11.7	26.0
	7	310	99.0	41.7	36.0	10.6	11.7	22.3
	8	300	99.0	35.2	41.3	12.8	10.7	23.5
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	283	98.6	27.5	42.3	16.6	13.6	30.2
	7	310	99.0	43.0	32.7	12.3	12.0	24.3
	8	300	99.7	32.9	50.2	12.0	4.9	17.0

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 894)				
Students enrolled in high school credit courses (grades 7 & 8)	13.2%	Up from 7.1%	17.1%	15.5%
Retention rate	2.1%	Down from 3.4%	2.8%	3.0%
Attendance rate	97.0%	Down from 97.2%	95.9%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.0%	Down from 8.9%	4.5%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.5%	Down from 9.0%	4.1%	4.6%
Eligible for gifted and talented	21.1%	Up from 19.4%	21.0%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	19.2%	Down from 20.6%	14.3%	13.6%
Older than usual for grade	3.0%	Down from 4.1%	3.7%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 1.3%	0.7%	0.8%
Annual dropout rate	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n= 57)				
Teachers with advanced degrees	52.6%	Up from 48.3%	53.2%	51.8%
Continuing contract teachers	93.0%	Up from 91.4%	80.9%	78.1%
Highly qualified teachers	84.9%	Down from 90.4%	90.6%	89.6%
Teachers with emergency or provisional certificates	3.8%	No change	5.3%	6.0%
Teachers returning from previous year	95.8%	Up from 93.8%	88.0%	85.4%
Teacher attendance rate	95.4%	Up from 94.8%	95.2%	94.9%
Average teacher salary	\$42,829	Up 3.1%	\$41,716	\$41,328
Prof. development days/teacher	7.3 days	Down from 12.9 days	11.6 days	11.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	3.0
Student-teacher ratio in core subjects	22.3 to 1	Up from 22.2 to 1	22.2 to 1	21.3 to 1
Prime instructional time	91.1%	Up from 90.4%	89.6%	89.3%
Dollars spent per pupil*	\$5,438	Down 2.6%	\$5,923	\$6,022
Percent of expenditures for teacher salaries*	66.0%	Down from 66.1%	62.6%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.2%	Up from 79.7%	95.5%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	89.0%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The faculty, staff, and students of Seneca Middle School had a successful 2004-2005 school year. Seneca Middle School continues to focus on the academic achievement of students through a variety of programs. A tutorial program using Success Maker software is offered to students before, during and after school to enhance student achievement in both ELA and math. In order to increase student achievement, teachers provide a diverse and challenging educational experience to students by implementing many innovative methodologies in their classrooms. These include Fantastic Five in math classes, Daily Oral Language in English, and inquiry-based instruction in the science classroom. Teachers integrate technology to enhance instruction and to demonstrate real-world application of the skills being taught in the classroom.

Seneca Middle School's faculty, staff, and students received a number of recognitions this school year. These include having a state winner of the Lt. Governor's Writing program, Regional Winners in both the Spelling Bee and the Geography Bee. Project Lead the Way, an innovative pre-engineering program, received national recognition. The Honors Chorus placed 1st among state middle schools. Seneca Middle School was also recognized for closing the achievement gap in ELA. The athletic teams at Seneca Middle School are also strong. The girls' basketball team was the conference champion after being undefeated.

Seneca Middle School is fortunate to have a dedicated faculty and staff. Eight staff members have obtained National Board Certification. The goal of Seneca Middle School will be to provide instruction that reaches all students. We will strive to continue closing the achievement gap of our richly diverse student population.

Kelly U. Pew, Principal

Donna McCubbin, Chair School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	245	130
Percent satisfied with learning environment	62.9%	77.5%	80.6%
Percent satisfied with social and physical environment	72.7%	83.5%	65.6%
Percent satisfied with school-home relations	47.1%	90.1%	68.8%

*Only students at the highest middle school grade level at this school and their parents were included.